

# Co-teaching in Federal Way: Adding Access in the Gen Ed Classroom

David Irwin

Language Development Opportunities

[www.langdevopps.com](http://www.langdevopps.com)

# Objectives

- We will
  - Examine listening as a domain
  - Develop access for gen ed teachers for levels of language acquisition
    - Teacher friendly fun presentation
  - Prioritize ELLs' access to LC, EL units
    - What background is needed to understand the unit
  - Develop higher level questions for LC, EL, IRLA units
  - Develop student self-assessments for LC, EL, IRLA units
- By
  - Practicing listening activities and checking comprehension with partners
  - Creating a student self-assessment tool

**Goal 4** Content-Area  
Competence:

**Mastery of All Subjects**

Every student scholar will receive equitable opportunity for success, and will meet or exceed standards of performance in all subjects by the end of each grade.



**FEDERAL WAY  
PUBLIC SCHOOLS**

# Norms

- Attend, ask questions, participate, bring something new
- Use tech for the good of the work
- Use good grammar – we are teachers
- Be respectful in listening and responding

# What are our goals here?

I have some but I'd like to hear yours first, [Federal Way Elementary?](#)

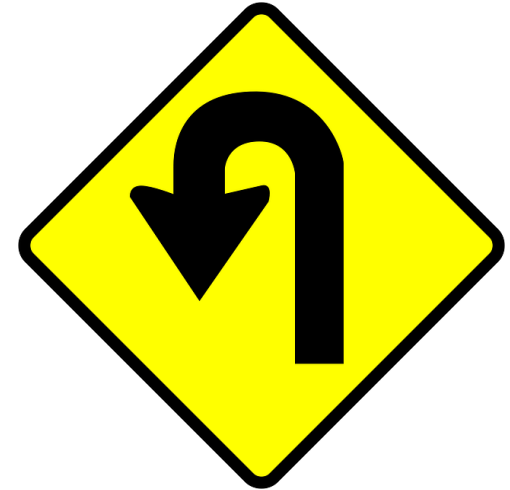
- Increase ELPA skills while also increasing content
- Clarification regarding our use of IRLA in push-in co-teaching
- Communication to classroom teachers around expectations of co-teaching/push-in models at the same urgency as specialists
- **Ways to plan and collect data in co-teaching and push-in**
- Learn and try out different models
- Unpack ELA curriculum and look for ELL support opportunities
- Break-out groups based on experience
- Strategies for making push-in more effective.
- Co-teach with second grade teacher daily: shared, guided, one-on-one setting
- Establish a planning time with my co-teacher; plan/teach at least one lesson a month together
- Honor “sacred planning time,” start and end on time each time we plan each week.
- Co-teach with fourth grade teacher (IRLA support)
- Get familiarized with IRLA and how to support my co-teacher
- Work with new teachers
- Collaborate with teachers during planning time
- Co-plan/ teach in at least 2 classrooms every 6 weeks then switch. Build relationships with multiple teachers.

- Try out co-teaching with at least 1 or 2 teachers.
- Focus on intentional planning.
- To build on improving student talk in small groups.
- I will try out co-teaching this year,
- Encourage teachers to try co-teaching; foster relationships.
- I will be consistent,
- Impact students all year.
- Regular weekly planning with co-teacher to co-teach GLAD
- Familiarize with IRLA to support co-teacher.
- Lucy Calkins Units of Study!
- Build strong, fluid, co-planning relationships with co-teacher.
- Build systems/structures support for class and ELL.
- Find time for co-planning
- ELL district-wide strategy-sharing around our shared curricula to make co-planning more efficient
- Time!
- Systems to support teachers and students.

# Creating *turns*

- Leave something for your partner to tag
- Partner then has to tag it: either maintain or *turn* the conversation in a new direction
- Practice with a trip to the location: (zoo, theme park, racetrack, winebar, etc.): what did you see, eat, like, how long, etc
  - Partners
  - One starts, and has to end with a tag, a word or phrase the other can tag onto
  - the other has to take the tag and **continue adding to that topic** OR *turn* the direction to an **appropriate related topic** that builds on the first
    - I want to add to your point that...
    - Connecting to that, ...
    - Another way to look at that is...

*Students have to use “both prior contextual and linguistic knowledge to comprehend the message” (Gottlieb p.96)*



**TAKE  
TURNS**

# Listening, the forgotten domain

- El paseo de Rosie – with visuals
- [Beaver and Mouse](#) – without visuals
- Play *One Minute Speak*
  - Groups of 4
  - One person is the Referee
  - One person in the group begins talking about something he/she heard in the story. If that person hesitates, repeats a word, stops or has to think what to say next, ref says, “cheesecake”, and next person begins speaking.
  - Not speed talking, regular pace
  - Ref, pay attention that the takeover is legitimate.
  - Anyone who can last the whole minute wins the game.



# Proxy Students

- Proxy students. In groups, develop a fuller profile for your student.
- Then send the student to another “class” for assessment.
  - Emilio 4<sup>th</sup> grade
  - Rosa 7<sup>th</sup> grade
  - Alexey 2<sup>nd</sup> grade
  - Kablan 1<sup>st</sup> grade
  - Felicia K
  - Vera 8<sup>th</sup> grade

# Proxy students

- Grade teams, create an assessment(s) that will find out:
  - English language levels: oral, written
  - First language levels if possible
  - Parents & sibs – who he/she lives with
  - Past academic records
  - Any missing years in formal schooling?
  - Medical history
  - Served in an EL or bilingual program before?
  - SWD placement?
  - What special skills or talents?

# Proxy Students

- In groups, develop a fuller profile for your student.
- Pick one person to be the student. Prep them for the role. How much language does the student know?
- Figure out how you will assess the student you will get:
  - HLS
  - Go English2 QIA
  - Written entry task – you develop, score with
  - Records that come with the student
- Then send the student to another “class” for assessment.
- They will act the role, the team will assess them.

# Teaching Teams

01

K:

02

1:

03

2:

04

4:

05

7:

06

8:

# Language Acquisition for Gen Ed

- Domains
  - ELPS has 5 levels per domain
  - Reading, writing, listening, speaking
  - Students can be at different levels in different domains on different days
- Dimensions
  - Word
  - Sentence
  - Discourse
- Modalities
  - Productive
  - Receptive
  - Interactive

# Scaffolding for the levels: the big questions

- How do you know what level a student is for each of the domains?
- Then how do you scaffold for those students?
  - In Math
  - In Science
  - In social studies
  - In PE
  - In art
  - (Not ELA – we'll cover that later)

# Let's build it

- 5 teams
  - Identifying levels – the quick version. How accurate to we have to be?
  - What tools and structures would help a gen ed teacher adapt a lesson for an EL?
    - What are the language demands in that area?
    - What content language (structures and vocab) is frequently used?
    - What common strategies can be used quickly?
- Use Zwiers, GLAD, SIOP, the internet, your own experience
- Chart it, record it, copy ready for the shared drive

# LC, EL, IRLA units

- Develop higher level questions for LC, EL, IRLA units
  - Review *Bigger Questions, Deeper Answers*
- Prioritize ELLs' access to LC, EL units
  - What background is needed to understand the unit



# Student Self-assessment

- Develop student self-assessments for LC, EL, IRLA units
- Big Ideas (with your pre-planning and guidance, depending on grade level)
  - Students participate in designing it p141
    - Co-construct criteria for success
  - Students do it with/to each other – scoring
    - Choices to express learning – digital, graphic, visual, textual etc
    - Content and language
    - Reflection
  - Students evaluate it – what do the scores tell us
    - What's next to improve?
    - Student-led conferences/discussion

# Self-assessment Practices

- Create **criteria** based on objectives
- Create a **form** for peers to record scores on criteria
- **Perform** the work
- **Score** the work
- **Collaborate.** Give feedback orally or in writing.
- Make **revisions**

# SSA of the Mini-lesson

- ESSENTIAL QUESTIONS

- How can we transform the current teacher-driven assessment for the mini-lesson into a student self-assessment, and use it today?
- What principles from this activity can you apply to one of your lessons?
  - *(You won't be able to involve your students this time – no students!)*
- Can we co-purpose this form for **self** and **peer** assessment? (p 154)
  - Change of pronoun, I/Student
- How do you blend student self-assessment, peer assessment, and teacher assessment?

# Form Styles

- Must be connected to your **CONTENT** and **LANGUAGE** objectives
- We're sticking with criterion-referenced - there are standards!
  - Rubric-style p 149, 152
  - Evidence based style p 150
  - Reflective style p 150
  - Checklist style p 151
- How do you blend in language levels
- Blank tables for each style available in Bb, in Content Session 6 folder
- These are NOT intended to be final products as is; they're just templates for you to build on

Revisit the goals, set for 2017-18